

# Student Learning Objectives

**GVATA Summer Conference  
July 2014**



**Dr. John D. Barge, State School  
Superintendent**  
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# Overview of Session

- Teacher Keys Effectiveness System
  - How do SLOs fit into TKES?
- The who, what, why, and when about SLOs
  - General overview directed to classroom teachers
- Questions



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# House Bill 244

- Passed during 2013 legislative session
- Mandates use of single state-wide evaluation system for teachers of record
- Multiple observations required
- Student Growth contributes 50%



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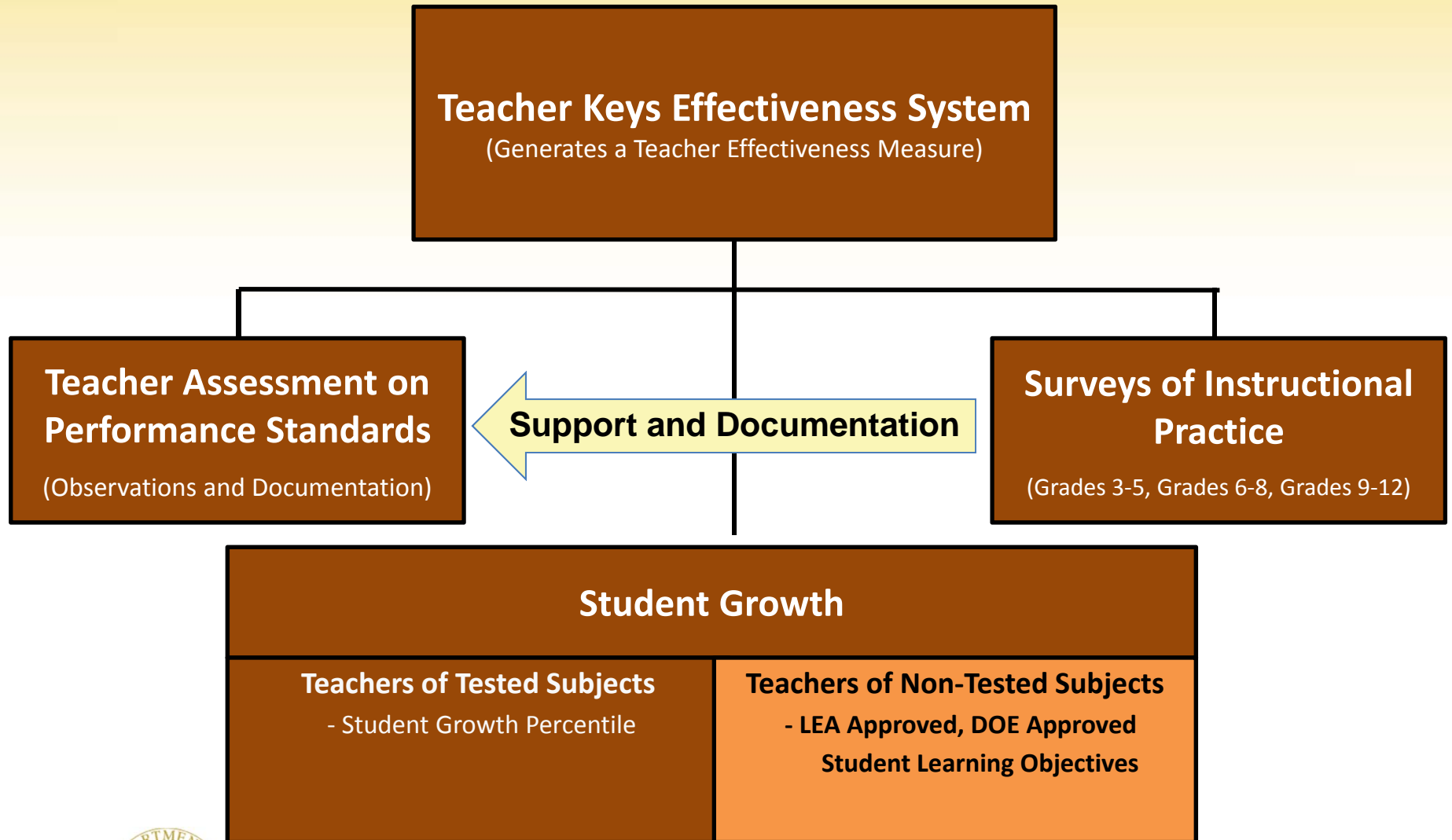
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# Who uses a SLO?



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# Teacher Keys Effectiveness System



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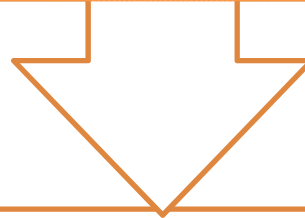
# Two Measures of Growth

## Tested Subjects

Utilize Student Growth Percentiles

Generated based on CRCT and EOCT performance

Will be calculated at the state level



## Non-Tested Subjects

Utilize Student Learning Objectives

Generated based on performance on pre- and post-assessment measures

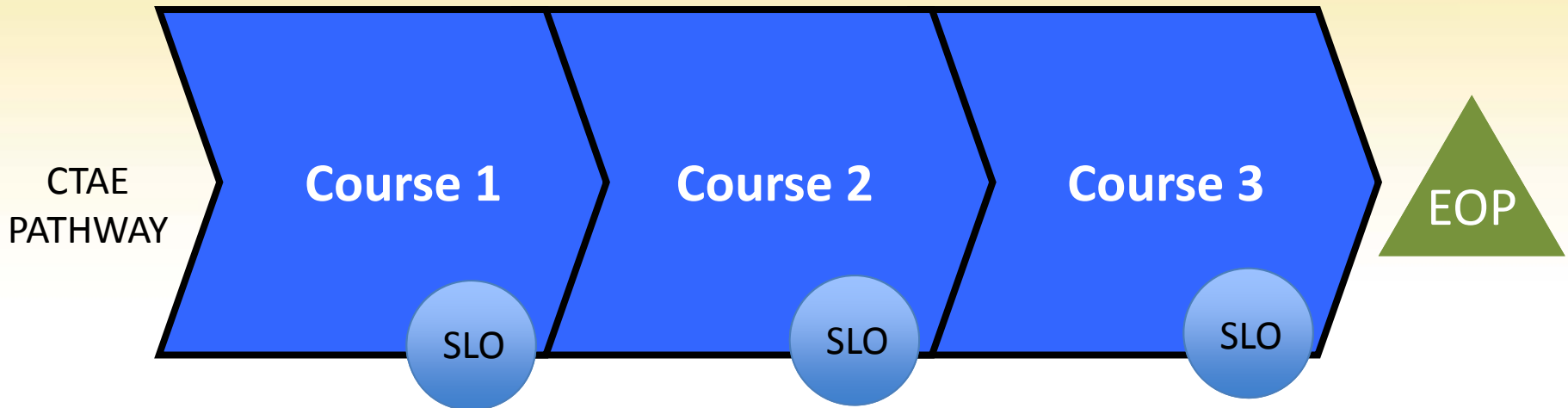
Will be calculated at the district level for all state funded courses without a standardized test



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# Comparison between SLO and EOP for CTAE



## ● Student Learning Objective Assessment

- Teacher specific
- Measures student growth
- Specific knowledge gain
- Driven by course standards
- Step in process towards certification

## ▲ End of Pathway Assessment

- Represents students cumulative knowledge of subject
- Certification in certain areas
- Total achievement
- Multiple or same teachers
- Over multiple courses
- Courses not necessarily completed in same order



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# What is an SLO?



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# SLOs are...

District-wide measurable, long-term academic **SMART** goals set to determine student growth.

Generated by student performance between two points in time.

Aligned to the course's required curriculum.

Demonstration of the teacher's impact on student learning.



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# S.M.A.R.T. Objectives

<b>Specific:</b>	Focused on content standards
<b>Measureable:</b>	An appropriate instrument or measure is selected to assess SLO
<b>Appropriate:</b>	Is within teachers' control to effect change; is a worthwhile focus for instructional period
<b>Realistic:</b>	SLO is feasible
<b>Time Bound:</b>	SLO designates the instructional period



# SLO Statement Sample with Growth Target Formula

From September 2013 to April 2014, 100% of Marketing Principles students will increase their knowledge of pricing strategies, promotional skills, economics, and product/service mix as measured by the Oliver County Schools Marketing Principles SLO Assessments. Students will increase from their pre-assessment scores to these post assessment scores as follows:

The minimum expectation for individual student growth is based on the formula which requires each student to grow by increasing his/her score by 35% of his/her potential growth.  $\text{Pre-Assessment Score} + [(100 - \text{Pre-Assessment Score}) * \text{Expected Growth}] = \text{Target}$ .

Example using 40 on a Pre-Assessment:

$$40 + [(100 - 40) * .35]$$

$$40 + [(60) * .35]$$

$$40 + [21] = 61$$

A score of 61 is the expected growth target for the post-assessment.

Students increasing their score by at least 60% of their potential growth would be demonstrating high growth. A score of 76 or above is the high growth target.

# SLO Components

## SLO Statement

- Defines pre- and post-assessment windows
- Includes 100% of students in course
- Names SLO course and assessment
- Describes content emphasis of SLO assessment

## SLO Growth Target

- Should be individualized for each student
- Can utilize a rubric score
- Must contain an expected and a high growth target

## SLO Assessment

- Requires pre- and post-assessments
- Determined by the district with the exception of prekindergarten



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# When are SLOs utilized?



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# SLO Evaluation Rubric

Level IV	Level III	Level II	Level I
The work of the teacher results in exceptional student growth.	The work of the teacher results in appropriate student growth.	The work of the teacher does not result in appropriate student growth.	The work of the teacher results in minimal student growth.
Fifty percent (50%) of the students demonstrated high growth on the SLO and no more than ten (10%) percent demonstrated low growth on the SLO.	Eighty percent (80%) or more students demonstrated expected and/or high growth on the SLO.	Between seventy-nine percent (79%) and fifty percent (50%) of students demonstrated expected and/or high growth on the SLO.	Forty nine percent (49%) or less of the students demonstrated expected and/ or high growth on the SLO.

# 65% Rule

- Student must be enrolled at least 65% of course instructional days and have completed a **pre-assessment** and post-assessment. (Roster Verification)
- Teacher must be employed at least 65% of the instructional days.
- Teachers that provide instruction in classrooms or courses with less than 15 students are required to administer SLOs.
  - Student data will not be used in Teacher Effective Measure (TEM), but it will be reflected in Leader Effectiveness Measure (LEM).



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# SLO Implementation Process

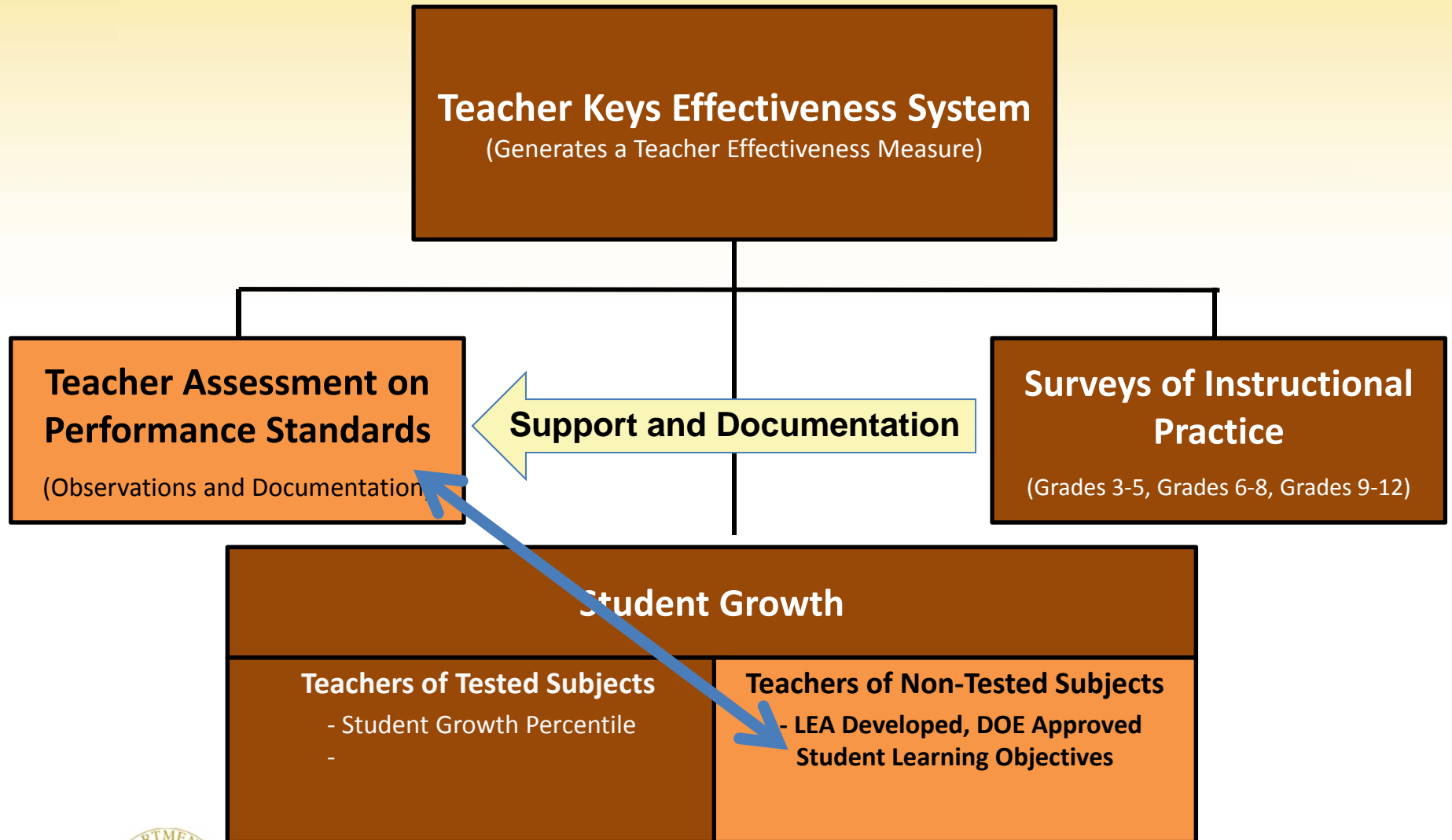
- SLOs attach to courses by state course number and **not** to teachers or children.
- Although third graders take the CRCT, **SLOs are needed for third grade courses**. SGP calculations from CRCT results require at least one year of prior data.
- In collaborative settings, the co-teacher and primary teacher are both considered teacher of record and held accountable for **all** students. (Except ELL/ESOL)
  - » Scheduling Considerations



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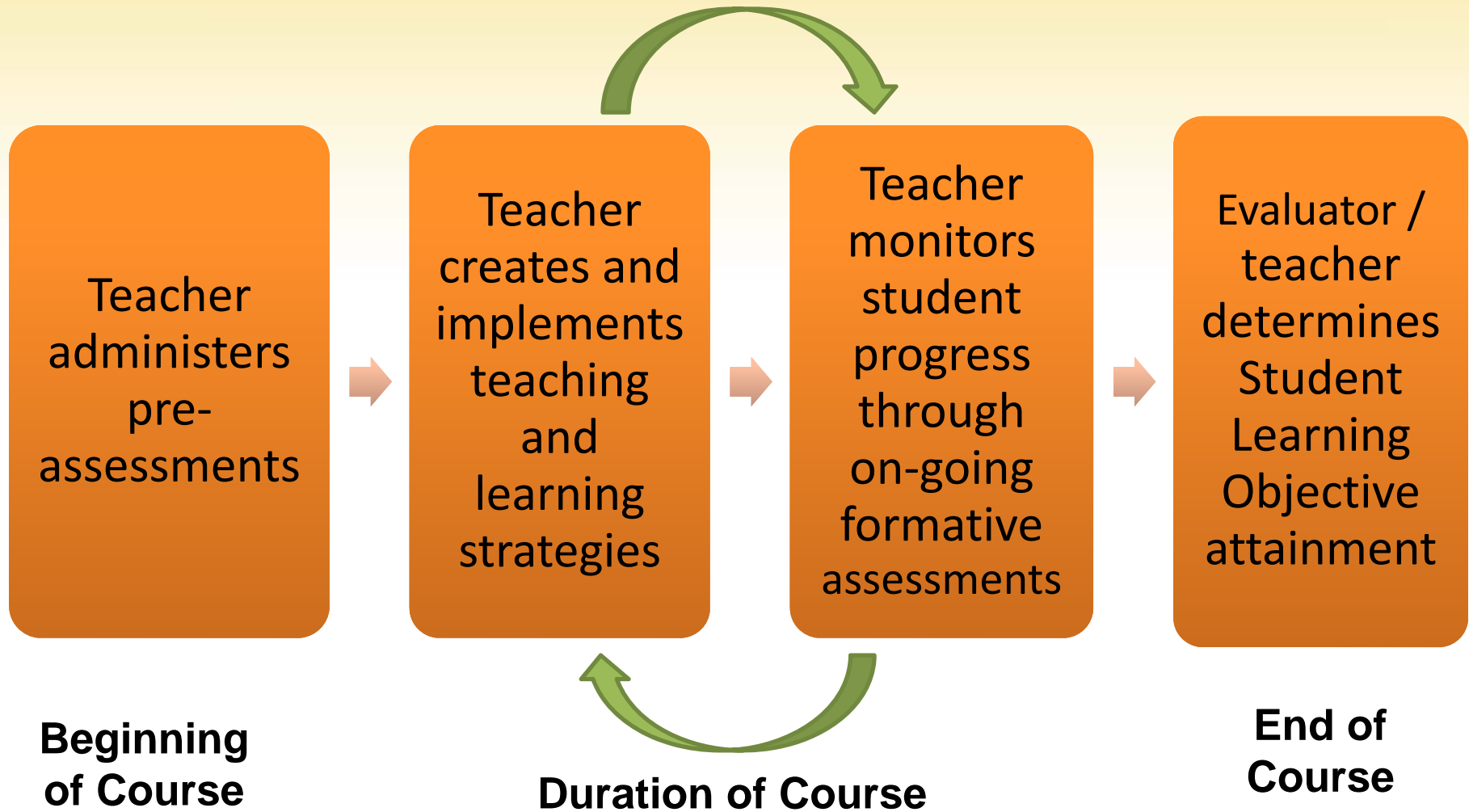


# Teacher Keys Effectiveness System



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# Overview of SLO Process



**\*includes mid-course review**



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# How is growth measured?



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# Assessment: The Foundation of Quality SLOs



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# SLO Assessment Cycle

## Identify Content

- Identify essential standards; most important learning
- Determine instructional emphasis
- Identify cognitive demand of standard

## Draft Assessment

- Create blueprint of assessment (Table of Specifications)
- Ensure alignment
- Develop assessment questions and tasks

## Finalize Assessment

- Evaluate assessment using criteria guidelines
- Develop scoring procedures and administration guidelines
- Ensure quality control

## Develop SLO

- Use baseline data to analyze student results
- Create rigorous growth targets
- Write student learning objectives



# Content Alignment

## Priority Standards/DOK

- Determines and analyzes the content to be assessed
- Confirms level of cognitive demand for content
- Reviews appropriate format for assessing content

## Content Emphasis

- Provides weight/emphasis of each standard
- Determines instructional time spent on each standard
- Demonstrates content amount reflected in the assessment

## Analyzing Standards

- Determines knowledge students are expected to acquire (know) or demonstrate (do)
- Recognizes key skills students are to apply and/or use for learning
- Elements may be considered



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# Table of Specification

Creates a blueprint of the assessment

Ensures alignment

Develops assessment questions and tasks

Submission to DOE is required  

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## Georgia Department of Education Teacher and Leader Keys Effectiveness Systems

### Assessment Table of Specifications - (Analyzed by Item)

Using the **Table of Specifications** to build an assessment is the second step of the assessment development process. The purpose of this table is to detail the content, level of cognitive demand, amount, type, and answer or point value of the measurement items/tasks. Typically, this is used while also building the assessment. The post-administration analysis should be revisited after completion of the assessment to review and reflect on the results.

**Please Note:** There are two (2) versions of the ToS available for use: One is organized sequentially by item, and one holistically by standard. Districts should choose the option that best fit their needs.

----- SAMPLE BELOW - blank form begins on p.2 -----

<b>Subject:</b>	Third Grade Reading	<b>Course Number:</b>	23.0014	<b>Grade:</b>	Third (3)	<b>Total Items/Tasks:</b>	35
<b>Assessment Title:</b>	{District Name} 3 <sup>rd</sup> Grade Reading Post-Assessment	<b>TOS Date:</b>	2/3/13	<b>District:</b>	{District Name}	<i>Please check one or both below.</i>	
						<b>Pre</b>	<b>Post</b>
							X

SLO Measure Development - Complete during SLO Development						Post Administration Analysis -Recommended after post assessment results		
<i>*Hover mouse over column title for more information.</i>								
Item	Domain or Strand Standard/Element	Content Emphasis (of course/assessment)	Item Type or Task	Standard: Cognitive Demand (DOK)	Item: Cognitive Demand (DOK)	# or % Incorrect	# or % correct	Analysis/Next Steps
1	Reading (Informational) ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	9% or medium emphasis	MC	DOK: Level 1	DOK: Level 1	30%	70%	Most students answering incorrectly selected item C. These students did not read the key detail statement in its entirety. For remediation/or reinforcement, model active reading strategies using highlighting and/or marginal notes to determine main idea of paragraphs/indicate key supporting details emphasizing the importance of applying these strategies to help answer questions correctly.
2	Reading (Informational) ELACC3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea. ELACC3RI3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events ELACC3RI5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	18% or medium emphasis	SR	DOK: Level 3	DOK Level 3	70%	30%	Student responses indicated that students have difficulty discerning extraneous details from relevant details. Remediation/or reinforcement activities might include using real-world examples and practice distinguishing between extraneous & relevant details in media or playing games, such as Detective Details will enhance student understanding/performance.

The contents of this item were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume to be endorsed by the Federal Government.

# Criteria Table

Evaluates  
assessment using  
criteria guidelines

Develops scoring  
procedures and  
administration  
guidelines

Ensures quality  
control

Submission to  
DOE is required



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## Assessment Criteria Table -- for the Development & Evaluation of Quality Assessments

The final step of the assessment development process is to conduct a thorough review and evaluation of the assessment created. The Assessment Criteria Table is a tool designed to guide districts through the process of reviewing the assessment items, formatting, administration, and results.


Subject:	MARKETING	Course Number:	08.47400	Grade:	9 - 12	Please check one or both below.	
Assessment Title:	MARKETING PRINCIPLES SLO ASSESSMENT	Date of Review:	JUNE 10-14, 2013	District:		Pre	Post
						X	X

	Excellent	Satisfactory	Some revisions may be necessary	Significant revisions should be considered	Not Applicable
<b>Item Construction</b>					
<b>Select-Response Items (Multiple Choice)</b> 1. Question stem is clear. 2. Item is stated in the positive. (For example, refrain from using items, such as "Which of the following is NOT a purpose for the passage?") 3. Item does not give away correct answer. 4. Emphasize qualifiers (e.g., most likely, best) and avoid using "all" or "none of the above." 5. Answer choices are plausible. 6. Answer choices are parallel in length (e.g., words, phrases, sentences). 7. Answer choices are parallel in grammar, semantics, and syntax. 8. Answer choices are in a logical order. 9. Avoid clues in the answer choices. 10. Ensure correct response is the only correct response.	X Assessment meets at least 9 of the select-response item criteria.	<input type="checkbox"/> Assessment meets at least 8 of the select-response item criteria.	<input type="checkbox"/> Assessment meets at least 6 of the select-response item criteria.	<input type="checkbox"/> Assessment meets less than 6 of the select-response item criteria.	<input type="checkbox"/>
<b>Supply-Response Items</b> (Short Answer, Extended Response, etc.) 1. Question stem is clear. 2. Scoring rubric is included. 3. Adequate space for response is provided.	X Question(s) or prompt(s) are written to utilize higher order thinking at DOK Levels 3-4 and elicit a unique response.	<input type="checkbox"/> Question(s) or prompt(s) are written to elicit the appropriate response.	<input type="checkbox"/> Question(s) or prompt(s) are too broad or too narrow to elicit the intended response.	<input type="checkbox"/> Question(s) or prompt(s) are unclear and invite a wide range of responses.	<input type="checkbox"/>



# LEA SLO Form

The fields of information required for electronic submission are organized in the same manner as the SLO LEA Form. This form can serve as a guide for compiling information before platform submission.



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Georgia Department of Education  
District Student Learning Objective (SLO) Statement

This form provides teachers and leaders with an overview of the district-developed Student Learning Objective for every SLO course in a school system. Please see the GaDOE SLO Operations Manual for more guidance and information about the process aligned with the completion of this form.

**General Information**

District Name	State Funded Course Number	State Funded Course Title	Grade(s)

**Collaboratively Developed**  
List SLO Development & Assessment team members and roles:

Pre-Assessment Window	Post-Assessment Window

**SLO Statement**

<b>1 Selected Standards</b> <i>Determine which standards are worthy of the students' and teachers' focus for the given instructional period (typically a school year or semester). List the standards and reference number.</i>	<i>Please check one:</i> <input type="checkbox"/> Commercially Developed <input type="checkbox"/> Locally/Regionally Developed
<b>2 Description of Assessment</b> <i>A brief description of the pre and post SLO measures should be provided here. It should specifically include sources used in the assessment development. These could consist of commercially developed or locally/regionally developed.</i>	
<b>3 District Baseline Data or Historical Data/Trends</b> <i>Baseline data, previous data, or data trends are the anchor of the SLO since they provide the basis for the SLO growth targets and tiers. Provide a description of the data used here.</i>	



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# Assessment Development Resources for Districts

2012 Public Domain  
Assessments (PDAs)

Item Bank

SLO Resource Library

SLO Exemplar  
Assessments

Assessment Training  
Guides and  
Templates

TLE Team



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**“I learned that the quality of the question is very important to be able to determine if a student has met the standard. The data gained from such an assessment will help us better understand what students know and are able to do. The work developing the assessments is hard work, but very rewarding.**

High School CTAE Teacher  
Paulding County



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# Questions?



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<p><b>Michele Purvis</b> Program Manager 404-772-1645 <a href="mailto:mpurvis@doe.k12.ga.us">mpurvis@doe.k12.ga.us</a></p>	<p><b>Sharon Ericson</b> Evaluation System Specialist 678-524-5375 <a href="mailto:sericson@doe.k12.ga.us">sericson@doe.k12.ga.us</a></p>	<p><b>Chris Leonard</b> Evaluation System Specialist 404-304-0767 <a href="mailto:cleonard@doe.k12.ga.us">cleonard@doe.k12.ga.us</a></p>
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